



## EAGLE RIDGE COACHING

Eagle Ridge-ALLIES (Coaching Counseling, & Consulting)

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### **Summary of Peer Coaching Training**

**Submitted by: Debbie Magnusson, Training Coach**

**Format:** Three (3) training sessions (September – November 2011: 14 hour training)

- Day 1 – 4 hours (2 sections of skills acquisition + 2 practice sets of triads)
- Day 2 – 2 hours (review, skills acquisition + 1 practice set of triads)
- Day 3 – 1 hour (review, skills acquisition) + 1 ½ hr. triad session (one triad practiced before training, and one after)

**Number of participants:** six (6) – all coached during the past 2 school years

- Permanent triads were set at the end of Day 2
  - o Each triad met separately with Training Coach two (2) additional times ( 1 ½ hrs each)

#### **Skills, Concepts and Theories:**

##### Day 1:

- A coach approach – becoming coach-like
  - o Client responsibility model
- Communication:
  - o Behaviour observations
  - o Listening skills
  - o Questioning strategies
- Feedback theory
- Triad theory

##### Day 2:

- Separating thinking and feeling
- “Naming”
- Moving a client towards Action

##### Day 3:

- Waterline Model for Organizational Diagnosis
- Decision-making styles
- Adapting a Coaching Stance:
  - o Differentiation
  - o Boundaries

- Patterns
- Emotional resilience:
  - Self-defining capacities
  - Relating capacities
  - Learning capacities

#### Day 4: Consolidation & Practice

- Where are you now?
- When to use a coach approach?
  - Do you have permission?
  - Who has the problem?
  - What is the problem - review Waterline Model
  - Are you the appropriate (or the best) resource?
- Awareness Wheel
- Bias in Thinking
- Backbone and Heart (Mary Beth O'Neill)

#### Articles & websites:

- Think Small for a Change; Michael Precker (Dallas Morning News)
- “Seeding & Harvesting”-Redefining Success and Failure; Dr. Timothy Webber
- [www.slideshare.net/...leadership-training-and](http://www.slideshare.net/...leadership-training-and) Leadership Training and Executive Coaching: Ensuring Principal Support is Effective, Consistent and Research-based
- [www.mboexecutivecoaching.com](http://www.mboexecutivecoaching.com)
- Personal Best; Atul Gawande (New Yorker, Oct.3, 2011)
- Coaching Conversations,  
[http://www.renewingyourmind.com/Books/Review\\_CoachingConversations\\_Reynolds.htm](http://www.renewingyourmind.com/Books/Review_CoachingConversations_Reynolds.htm)

#### **Participant’s comments on the training, plus some of the benefits:**

- **Connection between people**
- **Sharing common concerns**
- **Integrated training leading to spontaneous use ‘in the field’**
- **Inspiration to try to use (skills) in many contexts**
- **Practical, progressive, re-enforcing**
- **Great conversations**
- **Enjoyable, collegial, active, fulfilling**
- **Valuable & invaluable**
- **Great Pro D**
- **Happy (I signed up)**
- **Having to assume different roles**
- **Life skills**
- **Strengthened relationships**
- **Improved ability to interact with others**
- **Illuminating**
- **Comments after a follow-up consolidation session:**
  - Professionally (and socially) rewarding!!!

- Through this training, I am more skilled at helping my staff find solutions to the issues they face.
- Constructive and supportive...fun, too!
- The 'heart with backbone' idea has stayed with me like a mantra.
- Re-assuring

### **Trainer's Reflections:**

The enthusiasm, openness, curiosity and determination of each participant grew more and more palpable throughout the training. The group dynamic thrived on the clarity each person brought, every time, that there would be professional benefit from the training. Participants believed they would be helped in working through individual issues, as well as grow in their ability to acquire and use their new skills. There was immediacy and intimacy; laughter and compassion. Trust increased.

Several participants identified that, "Even though I was exhausted at the end of the day and a part of me wished I didn't have to attend the triad session, I knew I'd feel better after....and I do! I feel energized and clear about how I want to proceed." Several participants commented that while interacting with staff, parents or students, they found themselves (much to their delight!) taking a coaching stance.

As a trainer, I believe the following enhanced the learning and integration of skills:

- Dissemination or review of theory and skills; plus open and reflective discussion at the beginning of each training day.
- Triad work allowed participants to rotate taking turns at being coach, client and observer. Random order and role choice occurred each time.
- Practice coaches were asked to 'identify their goals for each round'
- The depth of participants to provide feedback and self-reflection. Comments exceeded my expectations as to participants' capability for making accurate and deep observations and articulating their perceptions.
- The 'buy-in' from each participant helped create a safe environment, thus allowing each person to bring forward a meaningful, current issue that served as the touch-off point for dynamic triad work.
- Willingness of participants to allow me to 'stop action', ask coaching questions, provide feedback or make suggestions.
- My decision to give each person written feedback (after Day 2) which was based on their identified goals and my observations.
- The fact that each participant was grounded in 'what coaching is' from their past (2-year) coaching experience.

### **Follow-up:**

Both triads were planning on continuing their work together as self-sustaining groups. Individuals expressed their commitment to each other to ensure the peer coaching continues.

At the end of the third training day, participants were asked what follow-up would be helpful to them.

After the final triad sessions, the trainer and participants discussed a plan to meet in early February.

Ideas for this training include the possibility of a live coaching demonstration (trainer + client) or a guest coach, a review and deepening of skills, plus triad work.